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ABSTRACT

Produced as part of an institute program on international students and the library, this annotated bibliography is designed to provide librarians with source materials to be used to assist both foreign students and immigrant students from non-English speaking countries in their adjustment to the educational system in the United States. The booklet also provides a list of organizations (with addresses and telephone numbers) involved in foreign student affairs, and a list of do's and don'ts in helping foreign students in the library. (EW)

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INTERNATIONAL STUDENTS AND THE LIBRARY

An Annotated Selective Bibliography
on the Theme of the LACUNY 1988 Institute

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SOLENA BRYANT
Queens College Library

10:30 10:45 BREAK

10:45 11:30 REFERENCE: SERVING THE INTERNATIONAL STUDENT/SCHOLAR
SALLY G. WAYMAN
Pennsylvania State University

11:45 1:30 LUNCH
THE CRISIS IN HIGHER EDUCATION AND WORLD STUDIES
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Dean, Social Sciences, Queens College

1:45 2:30 ORIENTATION/INSTRUCTION: PROGRAMS IN ACADEMIC LIBRARIES
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Westchester Community College

2:30 3:15 INTERNATIONAL STUDENTS: TEACHING A CREDIT COURSE
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INTRODUCTION

As a result of the recent substantial increase in the number of international or foreign students in the United States, a considerable amount of publishing scholarship exists in the area of international education. However, there is relatively little information available on the crucial instructional role that the librarian plays in facilitating the transition of such students into the United States academic environment. This bibliography, compiled as a contribution to the Institute on the theme of International Students and the Library presented by the Library Association of the City University of New York at the Benjamin S. Rosenthal Library of Queens College, is designed to help fill the gap.

The annual census of foreign students in the United States published by the Institute of International Education in Open Doors: Report on International Educational Exchange defines a foreign student as anyone who is enrolled in courses at institutions of higher education in the United States who is not a citizen or an immigrant.

For the purpose of this bibliography the definition of a foreign or international student differs from that by the IIE in limiting it to the students who come from non-English speaking countries and by expanding it to include the immigrants from those countries. In this way, the bibliography may serve its real purpose, i. e., of providing the librarian with selected references to publications and sources helpful in assisting the vast majority of foreign students in their adjustment to the United States educational system.

Some of the abstracts in this bibliography were derived from those available in various online databases and existing bibliographies if the compilers considered them sufficiently descriptive of the item listed.

TABLE OF CONTENTS

Introduction 1

The Bibliography:

Books 3

Articles. 6

Reports and Studies 18

Associations Involved in Foreign Student Affairs 24

Helping Foreign Students in the Library--
Public Service Do's and Don'ts 28

6a

INTERNATIONAL STUDENTS AND THE LIBRARY
An Annotated Bibliography
On the Theme of the 1988 LACUNY Spring Institute

BOOKS

Bahowick, Jennifer E. The Status of School Library Services to Bilingual Bicultural Programs in Illinois. Master's Thesis, University of Illinois at Urbana-Champaign, 1979. 157 pp.

The need for bilingual, bicultural school library materials and service for schools with bilingual programs and limited English speaking students was investigated in the State of Illinois. The results of this study indicate a severe lack of bilingual staff, materials and resources in school libraries serving bilingual and limited English speaking children. The study also revealed a statistically significant difference in the attitudes of school librarians and bilingual coordinators with respect to the role of the school library in education. The implications of this difference suggest conflict regarding the library's present and future role in bilingual, multicultural education.

Byrd, Patricia, Carol A. Drum, and Barbara J. Wittkopf. Guide to Academic Libraries in the United States: For Students of English as a Second Language. Englewood Cliffs, N. J.: Prentice-Hall, 1981.

This guide to library research skills is written in a manner easily understood by students with limited English.

Duran, Daniel Flores. Latino Materials: A Multimedia Guide for Children and Young Adults. Santa Barbara, California: Clio Press, 1979. 249 pp. [American Bibliographial Center]

Prepared to assist the librarian, teacher and curriculum specialist seeking educational materials for Latino children, this guide lists both printed works and 16 mm film titles published or developed primarily since the mid-1960s.

Haro, Robert P. Developing Library and Information Services for Americans of Hispanic Origin. Metuchen, New Jersey: Scarecrow Press, 1981. 302 pp.

This book provides information on library and information services for Hispanics emphasizing public, school and academic libraries. Topics of the ten chapters include assessment of an Hispanic community and the development of appropriate library and information services tuned to its specific needs; library programs developed for Hispanic groups; experiences of Puerto Ricans on the Island and on the mainland; library encounters in the Sacramento and San Jose metropolitan areas; Mexican American and Chicano attitudes toward libraries; library acquisitions, technical processing, and training; bilingual/bicultural education and library services; book selection for Hispanic children; library staff and service programs; building and site considerations; community relations and the library board; library education, library collections and information services for Hispanic students in community and four-year colleges and universities; evaluation of library staff, holdings and services; and domestic and international implications regarding library and information services for Spanish-speaking people.

Kirkendall, Carolyn. Bibliographic Instruction and the Learning Process: Theory, Style, and Motivation. Ann Arbor, Michigan: Pierian Press, 1984. 163 pp.

These proceedings of the Twelfth Annual Library Instruction Conference held in 1982 at Eastern Michigan University contain the following papers: learning theories and bibliographic instruction, learning library skills in Australia, motivation and the library learner, assessing behavior for diversified instructional programming, systematic development for library instruction programs, library skills for international students, a process model for bibliographic instruction, and selected background reading for bibliographic instruction.

Muroi, Linda, and Phillip White. Library Research Guide for International Students. San Diego, California: San Diego State University, University Library, 1987. 51 pp. plus Appendices.

This guide was produced with the international student in mind. It is clearly written and covers all aspects of basic library research from using the card catalog to sample pages

with explanation of a typical Wilson index. One appendix provides a sample search strategy on the topic of Japanese Education, and a second appendix defines commonly used library terms in four languages other than English.

Taylor, Charles A., Compiler. Guide to Multicultural Resources: 1987 Edition. Madison, Wisconsin: Praxis Publications, Inc., 1987.

This book is a directory of organizations, libraries, businesses, schools, publications, and other resources that supply information about ethnic and racial groups. All of the listings include contact names, addresses, and phone numbers, and many are annotated with details on organizational purpose and services provided. The guide is divided into chapters, four of which are organized around a different ethnic group (Afro-Americans, Asian Americans, Hispanic Americans, and Native Americans). A fifth chapter focuses on multicultural resources. The listings in each chapter are broken down by type of resource (associations, community based organizations, performing and visual arts organizations, etc.)

ARTICLES

Adams, Elaine P. "Internationalizing the Learning Resources Center." The College Board Review, No. 119 (Spring, 1981), pp. 19, 27-28.

Adams describes the way in which the library Learning Resource Center at Texas Southern University can reach out to the growing number of international students at the University. Pre-packaged "survival skills" programs that offer guidance with such problems as financial transactions and information sources as well as audiovisual materials concerhing non-Western countries are some additions to the Center that international students found of use.

Ball, Mary Alice, and Molly Mahoney. "Foreign Students, Libraries and Culture." College and Research Libraries, 48 (March, 1987), 160.

This discussion of the special needs of foreign students in academic libraries focuses on bibliographic instruction and research skills. To meet these needs, strategies are suggested for identifying students who need special instruction, teaching research methods, increasing staff sensitivity, and designing a staff development workshop.

Bertelli, Lidio. "Libraries and the Non-English Speaking Immigrant." Australian Journal of Reading, 4 (June, 1981), pp. 69-75.

The author suggests materials and services Australian libraries should provide for the assistance of immigrants with limited English.

Brock, B. "Library Skills for International Students: from Theory to Practice." In Bibliographic Instruction and the Learning Process, Edited by C. A. Kirkendall. Ann Arbor, Michigan: Pierian Press, 1984.

International students present special problems in gaining access to the vast network of information in academic libraries and in the professional world. They have problems in functioning in an information environment, in understanding the specialized vocabulary of library research and subject heading language found in access tools, and even problems with simple word-by-word or letter-by-letter alphabetization to understanding some of the fundamental

filing rules of the Library of Congress subject card catalog. They need to learn how to read call numbers, as well as how to interpret complex information in an entry from a catalog card or a periodical index. Finally, and probably the most crucial of all, they need to be able to pull together and synthesize seemingly random points of information data into a coherent pattern of understanding--in other words, to be able to gather, evaluate, and use information effectively.

Bryson, Montez. "Libraries Lend Friendship." International Educational and Cultural Exchange, 10 (February, 1974), pp. 29-30.

Bryson, a reference librarian at the University of Denver, describes the library program instituted at this school especially designed to help international students develop library skills. The "Foreign Student Outreach Program," as it was called, involved activities that first helped foster closer ties between these students and the library. Librarians visited several English as a Second Language courses offered on campus, donated materials to the Center for Foreign Students lounge, and participated in the campus' annual International Day festival. Communication barriers were thus eased.

Campbell, H. C. "Worldwide Immigration and Its Relation to Library Services: Do Planners 'Pay It No Mind'." Library Trends, 29 (Fall, 1980), pp. 207-214.

The article summarizes some of the considerations that face library planners as they study the role that public libraries can play in meeting the needs of immigrants.

Carnovsky, Leon. "The Foreign Student in the American Library School." Library Quarterly, 43 (April, 1973), pp. 103-125; (July, 1973), pp. 199-214,

This study is based on the experience, observations, and reactions of foreign students to American library education. It seeks to answer the question of how the students reacted to their year or more in an American library school: What benefits did they derive? What were their satisfactions and frustrations; their handicaps and shortcomings; their expectations; their difficulties on and off campus; their disappointments; and their ability to apply their American education to their subsequent careers? Though most of the respondents to the survey upon which this study is based expressed general satisfacion, there were numerous criticisms and suggestions for change. A follow-up article in the

next issue of the cited journal offers a conception of library education as an intellectual discipline, applicable to American and foreign students alike.

Chabran, Richard. "Latino Reference Arrives." American Libraries, 18 (May, 1987), pp. 384, 386-388.

The author describes special collections in various libraries, specific reference sources, and bibliographic instruction programs.

Cohen, David. "Ethnicity in Librarianship: A Rationale for Multiethnic Library Services in a Heterogeneous Society." Library Trends, 29 (Fall, 1980), pp. 179-190.

Cohen surveys ethnicity in American culture, its impact on interpersonal and interethnic relations, and then suggests a guideline for the development of library programs and services with an ethnic content.

_____. "Ethnicity in Librarianship: Imperatives of Library Training Programs for Minority Groups." Catholic Library World, 51 (March, 1980), pp. 342-346.

Cohen stresses the importance of including ethnic groups in library education and training.

Colwell, Lynn H. "School Library's Heritage Center: A Program You Can Make Your Own." American Libraries, 19 (February, 1988), pp. 136-137.

Barrio and Anglo students become folklorists in a flourishing project that explores neighborhood culture. Librarian Carol Cribbet-Bell at Carillo Magnet School in Tucson, Arizona developed a program that involved students to interview barrio residents about their lives and memories. These interviews were taped and transcribed (in English and Spanish) and resulted in a 62-page book with student illustrations.

Cope, Johnnye, and Evelyn Black. "New Library Orientation for International Students." College Teaching, 33 (Fall, 1985), pp. 159-162.

A library orientation program for newly arrived international students at North Texas State University evolved through the efforts of language teachers and librarians working with students taking non-credit English classes prior to being admitted for a degree in the university. This program is described.

Dyer, Esther, and Concha Robertson-Kozan. "Hispanics in the U. S.: Implications for Library Service." School Library Journal, 29 (April, 1983), pp. 27-29.

Focusing on the socio-economic, cultural, and informational needs of Hispanic Americans based on demographics taken from the 1980 census, the authors discuss the development of bilingual education and the role of the library in developing programs which best serve the Spanish-speaking community and its youth.

Figueredo, D. H. "'Biblioteca': Serving the State's Hispanics." New Jersey Libraries, 17 (Fall, 1984), pp. 34-37.

This article describes the statewide bilingual program instituted in Newark, New Jersey that is operated by the Newark Public Library. Training workshops, conducted by selected consultants, were held for the system's participating librarians. The program includes such features as the acquisition of 12,000 Spanish language books, the establishment of a telephone translating service for librarians helping Spanish-speaking patrons anywhere in the state, and cultural outreach events such as films and lectures.

Goley, Elaine P. "Developing Library Collections to Serve New Immigrants." School Library Journal, 32 (October, 1985), pp. 93-97.

Goley, a Houston librarian, urges better library education for immigrant Mexican children, and emphasizes the need for bilingual teachers, bilingual storytime, developing staff expertise, use of easy-to-read nonfiction English materials to supplement bilingual reading, audiovisual supports, and foreign language periodicals. The article includes a list of sources for Spanish language and ESL materials, audiovisual materials, Asian language materials, periodicals and other publications.

Greenfield, Louise, et al. "Educating the World: Training Library Staff to Communicate Effectively with International Students." Journal of Academic Librarianship, 12 (September, 1986), pp. 227-231.

Effective communication between library staff and international students is essential not only to the students' success in the academic environment but in furthering the good will of the library staff in their interactions with international students. This article presents the goals,

content, and organization of a workshop designed to train library staff in cross-cultural communication. Concerns addressed include language difficulties, cross-cultural adjustment, and instructional sessions for international students. (Authors)

Hoffman, Irene, and Opritsa Popa. "Library Orientation and Instruction for International Students: The University of California-Davis Experience." RQ, 24 (Winter, 1984), pp. 210-216.

To help foreign students adjust to the academic environment, the University of California-Davis Library developed a personalized instructional program with a dual emphasis (library orientation in small groups, a librarian "on call" service)--teaching international students how to find and use library information, and educating library staff to recognize/understand the special needs of these patrons.

_____. "Library Orientation and Instruction for International Students: The University of California-Davis Experience." RQ, 25 (Spring, 1986), pp. 356-360.

This article updates the previously cited one with the same title published in 1984. Staff education includes briefings on foreign student issues and cultural awareness workshops. Results show acceptance of and support for the program. The Davis library orientation/instruction model is recommended for universities with small to moderate foreign enrollment (under one thousand students or under four percent of total enrollment.)

Huang, Ken. "Campus Mental Health: The Foreigner at Your Desk." Journal of the American College Health Association, 25 (February, 1977), pp. 216-219.

Jensen, Irene K. K., and J. Vernon Jensen. "Cross Cultural Encounters: The Newly Arrived Asian Student." College Student Journal, 17 (Winter, 1983), pp. 371-377.

Kirkendall, Carolyn. "Accommodating International Users: How Much Is Too Much?" Research Strategies, 2 (Spring, 1984), pp. 85-87.

Three librarians offer their opinions on the degree of assistance appropriate for library users whose native language is not English. Some considered providing handouts

listing foreign language equivalents of basic English library related terms such as "index" to be adequate. This, it was felt, would allow international students to better express their queries in English. Also offered was the suggestion that librarians should be fluent enough to conduct a reference interview in a language other than English when necessary.

Kline, Laura S., and Catherine M. Rod. "Library Orientation Programs for Foreign Students: A Survey." RQ, 24 (Winter, 1984), pp. 210-216.

The results of this survey of 54 U.S. colleges and universities reveal that only 56% of their libraries provide special instruction for their foreign students. The authors discuss the need for orientation programs for this group and suggest ways to establish them.

Lewis, Mary Genevieve. "Library Orientation for Asian College Students." College and Research Libraries, 30 (May, 1969), pp. 267-272.

This frequently cited study in which Asian students were interviewed to discover their problems in the library includes their suggestions for improving existing orientation programs.

Lopez, Manuel D. "Chinese Spoken Here: Foreign Language Library Orientation Tours." College and Research Libraries, 44 (September, 1983), pp. 265, 268-269.

This article describes a library tour program at SUNY Buffalo conducted by volunteer student native language speakers. This institution found that many of its international students could read and write English quite well but had difficulty speaking and understanding the language. Additionally, they were unfamiliar with American library systems. Tours conducted in the native language allowed these students to become more competent library users.

Macomber, Nancy. "Academic Library Services to International Students: A Selected Bibliography." Urban Academic Librarian, 5 (Fall, 1987), pp. 49-51. [Bailiwick Bibs]

Many campuses have come to look and sound like outposts of the United Nations. Large numbers of students from dozens of countries make up a significant percentage of the student bodies of many colleges, especially public institutions in our largest

cities. Often these students arrive on campus with limited English-language proficiency and little or no experience in using libraries. Cultural differences as well as language problems can lead to unhappy and unsuccessful encounters with the library and its staff. (Author) Macomber provides an annotated bibliography listing materials dealing with these problems.

Marti, Hanna S., and Hans G. Schulte-Albert. "Public Library Services for Immigrants in Sweden." Canadian Library Journal, 39 (February, 1982), pp. 27-32.

Several new ideas regarding public library services for helping immigrants adjust to life in Sweden are discussed with respect to standards, selection, and acquisition of materials, children's services, and future plans.

Martinelli, James. "Bilingual Slide-Tape Orientation." Audiovisual Instruction, 21 (January, 1976), pp. 55-56.

The author discusses how a slide-tape library orientation was translated to be used by bilingual students.

Masling, Charles. "Information Services for Cultural Minorities." Catholic Library World, 55 (May/June, 1984), pp. 445-448.

The author examines the program for cultural minorities developed at the Houston Public Library (Texas). He provides information on non-traditional programs, neighborhood information centers, collection development, and programs for adult basic education. Specially trained librarians are assigned to offer public services to these groups. The library is included as a learning resource and the library staff works closely with local college faculty to encourage and support the non-traditional student.

Mood, Terry Ann. "Foreign Students and the Academic Library." RQ, 22 (Winter, 1982), pp. 175-180.

Foreign students are a neglected minority in the academic community. Although studies have shown that foreign students' difficulty in adjusting can often hamper their academic efforts, librarians still often act as though foreign students have no special problems and are indistinguishable from the general student population. A minimal effort at staff development, with the reference librarian as its focal point, can go far toward easing foreign students' problems of acclimation and enhancing their

academic experience. (Author)

Moorhead, Wendy. "Ignorance Was Our Excuse." College and Research Libraries News, 47 (October, 1986), pp. 585-587.

Bibliographic instruction for foreign students requires a shift in cultural perspective. (Author) Moorhead describes how Roosevelt University, a Chicago-based urban university, which has always drawn a sizeable contingent of foreign students from Asia, Africa and Europe, has attempted to resolve the problem of bibliographic instruction to these students. The English Language Program faculty and the librarians joined together to develop an approach based on trust and on the provision of useful information.

Mylopoulos, Chryss. "Trends in Multicultural Programming." Canadian Library Journal, 42 (February, 1985), pp. 23-25.

Mylopoulos outlines the basic principles and philosophy behind library multicultural programs and provides a brief overview of the development of such programs in Canadian libraries. Noted are such programming themes as cultural identity, contribution of ethnocultural groups to Canadian society, interpretation of multiculturalism as social policy as well as ideas for integrating multicultural programming into mainstream library programming.

Nilles, Mary E., and Dorothy B. Simon. "New Approaches to the Multilingual, Multicultural Students in Your Library." Catholic Library World, 55 (May/June, 1984), pp. 435-440.

The authors outline the challenges with which English as a second language students confront the library. They reflect on the need for global education: internationalizing curricula in colleges, high schools, and elementary schools, and library skills as a key to learning. They describe the personal approach to instruction at New York City Technical College.

O'Hara, Molly. "Bibliographic Instruction for Foreign Students." In Academic Libraries: Myths and Realities: Proceedings of the Third National Conference of the Association of College and Research Libraries, April 4-7, 1984, Seattle, Washington, pp. 243-246.

The steadily increasing number of international students in American colleges and universities leads to a need for librarians to better understand the cultural differences they

may encounter in these students before bibliographic instruction can be effective. The author notes the need to carefully explain certain basic assumptions about library use noting that many of the points we take for granted, for example, that books are shelved from left to right, are culturally based and every effort should be made to identify and clarify these points.

Pearce, Robert. "The Overseas Student and Library Use--A Special Case for Treatment." In Proceedings of the Second International Conference on Library User Education, Keble College, Oxford, July 7-10, 1981. Edited by Peter Fox. Loughborough, 1981.

Pearson, R. C., and R. Frandsen. "Library Instruction in a Multicultural Setting." Hawaii Library Association, 40 (1983), pp. 33-36.

Sarkodie-Mensah, Kwasi. "In the Words of a Foreigner." Research Strategies, 4 (Winter, 1986), pp. 30-31.

A foreign student enrolled in a library education program here in the United states offers some insights into the difficulties he encountered when he first began to have to use libraries in this country. Education abroad did not prepare him with research skills, the library being only a "quiet place" to study. Basic idioms eluded him, making even simple transactions difficult, for instance, asking for a "dust bin" and being bewilderingly offered a "trash can."

Scherf, Walter. "International Youth Library: Achievements and Prospects Within a Multicultural Context." UNESCO Journal of Information Science, Librarianship and Archives Administration, 1 (January/March, 1979), pp. 23-28.

Following a brief historical outline, the current activities of the International Youth Library (IYL) are described. The emphasis is on IYL's role in aiding children of immigrants and minorities to retain their cultural identities. (Author)

Schulte-Albert, Hans G. "Public Library Services to Ethno-Cultural Minorities." Canadian Library Journal, 41 (June, 1984), pp. 115-120.

This report discusses the development of multicultural and multilingual public library services in the Federal Republic of Germany. It highlights the influx of migratory workers,

education, occupational training, efforts of public libraries to address the information needs of foreign workers, illiteracy, and an international seminar entitled "Books for Children from Abroad."

Simsova, Sylva. "Library Training for Services to Minority Ethnic Groups: Concepts and General Principles." Library Trends, 29 (Fall, 1980), pp. 245-258.

Isolated instances of library training for services to minority ethnic groups occurred in the early part of this century, for example, a 1923 course for the German minority in Czechoslovakia and a 1932 course for the French in Canada, but as a subject of study it has only recently been included in library schools' curricula. As information on such recent developments is hard to find, the Simsova paper deals with general principles illustrated with a few examples rather than comprehensive coverage of courses available throughout the world. Simsova offers a conceptual framework that stresses the importance of recognizing minority ethnic groups as a legitimate part of a multicultual society, yet one with special needs. Library education all too often approaches multiethnic librarianship as being "ordinary librarianship applied in a particular context," but then fails to recognize that the context is, in fact, different enough to require special training as part of library education. Some specific suggestions follow.

_____. "The Marginal Man." Journal of Librarianship, 6 (January, 1974), pp. 46-53.

Immigrants, caught between two cultures, are in a marginal state which eventually resolves itself into acculturation. Because of the special needs, including reading needs, of the marginal man, libraries may help in the acculturation process.

Wayman, Sally G. "The International Student in the Academic Library." Journal of Academic Librarianship, 9 (January, 1984), pp. 336-341.

This discussion of problems of the international student in American higher education highlights communication (cultural differences, nonverbals), learning styles and behaviors (questioning versus imitation, group versus individual success, (classroom conduct), and knowledge of libraries (self-sufficiency). Wayman includes recommendations for improving the librarian/ foreign student encounter.

_____. "The International Student in Your Library: Coping with Cultural and Language Barriers." In Bibliographic Instruction and the Learning Process: Theory, Style and Motivation. Papers Presented at the Twelfth Annual Library Instruction Conference, Eastern Michigan University, May 6-7, 1982. Edited by Carolyn A. Kirkendall. Ann Arbor, Michigan: Pierian Press, 1984.

Increasing numbers of Third World students in academic institutions in the United States make a better understanding of their cultural differences as well as their more obvious language differences essential in order for even basic library instruction to be effective. The author gives concrete examples of how a lack of sensitivity to certain cultural differences can cause misunderstanding between the international student and the librarian and seriously interfere with librarian-student interaction. Some examples involve differences in body language, learning styles, and previous library experiences as some major points to consider.

Wertheimer, Leonard, Issue Editor. "Library Services to Ethnocultural Minorities." Library Trends, 29 (Fall, 1980),

This issue of Library Trends is devoted to bringing together a collection of articles concerning library service to minority populations of different countries. The fourteen authors are from seven different countries and the topics range from presenting an overview of the worlds' migrant populations to library services for various ethnocultural communities.

_____. "New Canadians and the Public Library: A Decade Later." UNESCO Bulletin for Libraries, 28 (May-June, 1974), pp. 139-145.

The author summarizes the development of public library service to immigrants in Canada, describing the procedures and practices followed.

Willisch, Hans H. "Bibliographic Access to Multiingual Collections. "Library Trends, 29 (Fall, 1980), pp. 223-244.

Adequate access to library materias of interest and importance to the international student often involves catalog access to materials in non-Roman script. Willisch discusses some of the difficulties involved in providing this access including the need for diacritical marks often

disregarded in COM catalogs, the Romanization of scripts--of convenience to the non-fluent reader of these materials but an impediment to those patrons fluent only in the original language, and the greater problem international students encounter than their American counterparts when trying to use Library of Congress Subject Headings. Suggestions that can enhance foreign students' access to these materials are made.

Woods, Richard D. "Libraries and Mexican American Bibliography." College and Research Libraries, 3 (January, 1977), pp. 32-36.

Woods suggests seven criteria to improve Chicano bibliographies and provides five titles of exemplary work in this field.

REPORTS AND STUDIES

Beristain, M. F. A Survey of Primary Bibliographic Instruction Methods and Aids Currently Used in Selected Canadian Academic Libraries. 1985. 108 pp. ERIC Document No. ED 264 892.

This study includes in its overall survey of bibliographic instruction the search for special library programs for international students.

Bowen, Judith, Pat Hiley, and Ed Walley. "Working in a Multicultural Society: Education and Training for Librarians and Information Scientists." In IFLA General Conference, 1985. Division on Libraries Serving the General Public. Round Table on Library Service to Ethnic and Linguistic Minorities. Papers. The Hague: International Federation of Library Associations, 1985. 153 pp. ERIC Document No. 262 810.

The volume contains papers presented at the International Federation of Library Associations General Conference (51st, Chicago, Illinois, August 18-24, 1985. The cited paper suggests methods for training information specialists and librarians to serve a multiethnic population.

Cohen, David, and Laurence Sherrill. Ethnicity in Library Schools: Guidelines and Curricular Models. 1978. 31 pp. ERIC Document No.ED 220 106.

This study provides an overview that considers the placement of ethnic librarianship in the library school curricular with special attention given to the training of librarians. Included is a curricular model of library services to ethnic groups in an integrated library school program.

Correll, Lou P. Attitudes of International Students in Regard to Library Skills Development in the Academic Setting. 1983. 70 pp. ERIC Document No. ED 235 810.

Correll discusses the results of a study completed at East Texas State University to investigate the attitudes of international students with regard to the importance and effectiveness of a library skills instruction course and their understanding and/or use of other library services and materials. A graduate level, three-hour credit course on library skills was offered. It provided group and individualized instruction covering information sources and retrieval strategies. The results of the questionnaire indicated

positive attitudes of the students regarding their understanding and use of library materials and services.

Goudy, Frank William, and Eugene Moushey. "Library Instruction and Foreign Students: A Survey of Opinions and Practices Among Selected Libraries." In Reference Librarian, No. 10, pp. 215-226. (Also Available In: Library Instruction and Reference Services. Edited by Bill Katz and Ruth A. Fraley. New York: Haworth Press, 1984).

This special issue of Reference Librarian is devoted to library instruction in the context of reference services. The cited article discusses the results of a survey of 44 academic libraries, indicating that: 1) foreign students have problems in using the library, 2) instruction for foreign students should be offered as a separate program, 3) the type of instruction and degree of coordination between the library and other areas of the campus differs markedly. The authors provide sources for program ideas.

Greis, Naguib. ESL Bibliography. 1975. 19 pp. ERIC Document No. ED 126 732.

This is a 117-item bibliography for materials in English as a Second Language especially at the college level. The materials are classified under the following categories: 1) Oral Skills, 2) Reading Patterns and Vocabulary; 3) Writing and Grammar Exercises; 4) Orientation, Library and Study Skills, 5) Technical English; and 6) Tests. (Author)

Library Instruction Round Table. Case Studies in Library Instruction. Chicago: American Library Association, 1987.

Publisher's announcement in the June 1987 issue of LIRT News describes this new LIRT publication for school, public and academic libraries. The topics include essays on instruction for non-traditional and foreign students, for end-user searching, online catalogs, the first class, and planning for library instruction. Each case study includes questions for further discussion and a bibliography of readings.

McLean, Dulce DiDio. Bibliographic Instruction to the Student of Foreign Language and Literature: A Feasibility Study. 1978. 24 pp. ERIC Document No. ED 207 558.

This instructional feasibility study discusses topics and concerns as they relate to the development of a library user

program for the student of foreign language and literature. McLean provides insights on the issues of foreign language academic instruction, and addresses the local concerns of the University of Toledo. She emphasizes the needs of students as perceived by the faculty teaching Spanish and German in the Department of Foreign Languages, and provides a plan of action for the extension of bibliographic instruction to the student and the Department of Foreign Languages.

_____. Library User Education for the International Student: A Feasibility Study. 1978. 24 pp. ERIC Document No. ED 197 702.

McLean discusses topics and concerns as they relate to the development of a library user education program for the academic international student. She presents insights on the background and problems of this growing student population in American institutions of higher education. She outlines a library user education program for the international student at the University of Toledo that recommends important basic assumptions for the development of such library instructional programs.

Montemayor, Aurelio, and Gary Stillman. Integrating Library Skills Instruction into the Bilingual, Bicultural Classrooms, Or, Preventing LESA Future Shock. 1978. 7 pp. ERIC Document No. ED 165 462.

The authors present a model wherein those students with limited knowledge of English can acquire library skills. It centers on the premise that library skills are best learned when they are fully integrated into the classroom curriculum and that classroom teachers and librarians work together closely. Guidelines for implementation are provided.

Moore, Mae Frances, and Helen W. Yee. Guide to Library Instruction for Nontraditional Students in the Community College. Pleasant Hills, California: Contra Costa County Department of Education, 1982. 54 pp. ERIC Document No. ED 217 947.

This guide contains materials used in a 10-unit library skills course for educationally disadvantaged and English as a second language students. For each unit there are suggestions for general instruction procedures, discussion topics, and classroom activities, as well as exercises and informational sheets. The introductory section considers the elements of a successful library instruction program,

pointing out factors that influence the structure and methods of library instruction for nontraditional students.

Neff, Evaline. "Library Services to Persons with Limited English Speaking Ability." In Annual Report on LSCA Special Activities, Fiscal Year 1983. Washington, D. C.: Center for Libraries and Education Improvement, 1985. 292 pp. ERIC Document No. ED 255 234.

This compilation results from the efforts of the State and Public Library Services Branch of the U. S. Department of Education to disseminate pertinent information submitted by the State Library Administrative Agencies on key LSCA (Library Services and Construction Act) program areas. Each report is written by an administrative librarian responsible for collecting these data from the fiscal year 1983 LSCA Annual Reports on file in the branch.

Popa, Opritsa, and Irene Hoffman. "The LOIIS Program: Final Report." In Association of Research Libraries. Bibliographic Instruction in ARL Libraries. SPEC Kit 121. February, 1986, pp. 94-106.

The authors present the rationale of the LOIIS Program (Library Orientation and Instruction for International Students) at the University of California at Davis. Included are reproductions of the printed material they give to the students on these tours as well as the evaluation questionnaire the international students are asked to complete after they have participated in the LOIIS tour. A brief analysis of the results of the questionnaire is also included.

Spencer, Gloria Coronado. The Status of Library Services in Selected Texas Secondary Schools with Reference to English as a Second Language. Ed.D. Dissertation, Texas A & I University, 1984. 146 pp. [UMI Order No. AAD86-051165]

The purpose of this study was to survey the status of library services in selected secondary schools in the Greater South Texas Cultural Basin with reference to English as a Second Language. An analysis of the data generated the following conclusions: 1) Limited communication exists between the librarian and the ESL faculty and staff; 2) since librarians are seldom included in pre-service and inservice programs, their services to the total ESL program are minimal; and 3) a balanced ESL collection (print and non-print materials) would result if the librarian were the sole purchasing agent for

the school district. The author recommends that school librarians should actively participate in all bilingual program activities. They should be designated as the selection and purchasing agents for all ESL materials. All ESL materials should be incorporated into the permanent school library collections. Centralization of ESL materials would result in greatly improved library services.

Talero Bielsa, Alberto, et al. Indice de Indices en la Biblioteca de Hunter College para el Estudiante Hispano. New York: City University, Hunter College Library, 1976. 34 pp. ERIC Document No. ED 125 586.

This guide was designed for Spanish speaking students. It includes explanations for the use of 70 English language indexes. Titles are in English with annotations in Spanish.

Urzua, Roberto, Editor. Library Services to Mexican Americans: Policies, Practices and Prospects. University Park, New Mexico: New Mexico State University, 1978. 187 pp. ERIC Document No. ED 151 110.

This paper brings together some new concepts, trends, and feelings in the areas of library services in general, and in public, school and university library services for Mexican Americans. Topics discussed are a systematic review and analysis of library services for the Spanish speaking; concepts of information services in a Chicano context; library services to Mexican Americans in Texas; the national concern of library services to the Spanish speaking; library reform sought by REFORMA, a bilingual librarians' group; a model for public library services in the Mexican American community; some problems and recommendations about the impact of bilingual education on school library services; the integration of library skills instruction with the bilingual/ bicultural program; Chicano periodicals as classroom resources; an overview of Chicano libraries; special collections and projects currently in existence; the Mexican American Library Project; and a model for university service to the Spanish-speaking people.

Vadala, Julia, Editor. Hispano Library Services for Arizona, Colorado, and New Mexico: A Workshop Held in Santa Fe, New Mexico, April 30, May 1-2, 1970. Boulder, Colorado: Western Interstate Commission for Higher Education, 1970. 45 pp. ERIC Document No. ED 043 360.

More than 70 participants attended the workshop from communities

with large Hispano populations in Arizona, Colorado, and New Mexico. This wide base of interest in the Southwestern Hispano is evidence that many librarians have acknowledged the need to increase their awareness about the Hispanos and to improve their library services for these people. This workshop was designed to provide a continuing education vehicle appropriate to attain these goals.

Yoshida, Norman J. In Pursuit of Trivia--Game Theory and Research Skills. Paper Presented at the TRI-TESOL Conference, Bellevue, Washington, November 14-16, 1985. 6 pp. ERIC Document No. ED 267 623.

One of a group of modular courses developed for a college-level program in English as a second language (ESL) is an intermediate level course designed to help students develop their knowledge of the world through language. The course, modeled on the popular game Trivial Pursuit, requires students to learn library skills and perform research on a variety of topics, discuss the material researched and other relevant cultural information in classroom sessions.

ASSOCIATIONS INVOLVED IN FOREIGN STUDENT AFFAIRS

The College Board
45 Columbus Avenue
New York, New York 10023 Phone: 212 713 8000

Maintains Office of International Education, which works to increase opportunities for higher education in the U. S. for foreign students, and to facilitate their transition to a program of study in the U. S.

Sponsors, with the Graduate Record Examination Board, the Test of English as a Foreign Language (TOEFL), the Test of Spoken English (TSE), and the Secondary Level English Proficiency test (SLEP). Acts as secretariat for the National Liaison Committee on Foreign Student Admissions (NLC), which conducts workshops and consultations with members of the international education community, and seeks to orient foreign students to higher education in the U. S. through projects such as the Foreign Student Information Clearinghouse, which provides prospective foreign students with individualized computer-generated lists of colleges and universities that meet the student's curricular requirements.

In conjunction with the National Association for Foreign Student Affairs, the NLC also sponsors the Foreign Student Recruitmnt Information Clearinghouse, which works to centralize and organize files on third-party recruiting activities and agents operating in the U. S. and abroad, and disseminates information to the international education community.

Division of International Education
of the American Council on Education
One Dupont Circle, N. W., Suite 801
Washington, D. C. 20036 Phone: 202 939 9313

ACE administers Fulbright Senior Scholar Program through the Council for the International Echange of Scholars.

Publications: Reports, including Foreign Students--Institutional Policy, 1982; Foreign Students and Government Policy: Britain, France and Germany; An International Visitors Guide to U.S. Higher Education.

Foreign Student Service Council
2337 18th Street, N. W.
Washington, D. C. 20009 Phone: 202 232 4979

Provides educational programs and services to foreign students living in or visiting Washington, D. C. For visiting students, the Council offers hospitality with local families, helps in arranging accommodations and appointments, and organizes seminars on various aspects of the U. S. government.

For foreign students living in Washington, D. C., the Council organizes seminars, provides information and advice and conducts open houses and social gatherings.

Institute of International Education
809 United Nations Plaza
New York, New York 10017 Phone: 212 883 8200

Seeks to develop better unerstanding between the people of the U. S. and the peoples of other countries through educational exchange programs for students, scholars, artists, leaders, and specialists; assist in developing educational programs to serve the economic and social needs of emerging nations. Serves a an information clearinghouse and provides consultative services in all phases of educational and cultural exchange. Provides information and advice on higher education in the U. S. and abroad.

For over 120 sponsors, administers scholarships, fellowships, and other education grants. Maintains overseas offices representing 25 cuntries. Administers higher education programs for graduate students and professionals. Maintains a 5000 volume library on international educational exchange.

Computerized Services: Foreign Student Locator Service, a referral service that matches the needs of corporations with the qualifications of U.S.-trained foreign students.

Publications: Open Doors (foreign student census report)
English Language and Orientation Programs in the United States.

National Association for Foreign Student Affairs
1860 19th Street, N.W.
Washington, D. C. 20009 Phone: 202 462 4811

Individuals, or organizations, and institutions dealing with international educational interchange, including foreign student advisers, foreign student admission officers, teachers of English as a second language, community service personnel, and cultural or educational personnel of foreign embassies.

Maintains an information clearinghouse on third party individuals and organizations recruiting, advising, or placing foreign students. Makes recommendations regarding Immigration and Naturalization Service regulations which affect foreign students. Sponsors joint liaison activities with a variety of other educational and government organizations to conduct a census of foreign student enrollment in the U. S. Awards grants for foreign student enrichment programs.

Section: Council of Advisers to Foreign Students.
Publication: Policy Statement on International Educational Exchange.

National Council on the Evaluation of Foreign Eucational Credentials
c/o AACRAO
One Dupont Circle, N. W., Suite 330
Washington, D. C. 20036 Phone: 202 293 9161

Prepares and approves U. S. grade equivalents and recommendations regarding placement of students from foreign educational systems who wish to enter educational institutions in the United States. Recommendations approved by the council are incorporated in the World Education Series, published by American Association of Collegiate reistars and Admissions Officers.

YMCA International Student Service
356 West 34th Street, 3rd Floor
New York, New York 10001 Phone: 212 563 4595

Purpose is to assist international students who have come to the U. S. for study. Serves all students, scholars, and trainees from abroad as the designated agency for their reception, covering many ports of entry in the U. S. Sponsors VISIT Program, which provides qualified international students with residence in American homes. Plans educational tours within the U. S. for groups. Provides individual counseling for foreign students. Program projects include: Arrival Service; Cultural Exchange Program; Group U. S. Educational Travel Programs and Holiday Excursion.

Publication: Unofficial Ambassadors: The Story of the International Student Service.

HELPING FOREIGN STUDENTS IN THE LIBRARY
Public Service Do's and Don'ts

DO...

Welcome foreign students to the Library--a simple smile will break down barriers more quickly than anything else you can do or say.

Leave the Reference Desk and show foreign students, step-by-step, how to use the card catalog or other information source.

Repeat instructions when necessary. If one set of instructions doesn't work, try another approach or be more explicit.

Encourage foreign students to ask questions and to return to the Reference/Information Desk when they need help.

Use floor plans and other printed explanations whenever possible.

Be a good listener. Ask foreign students to speak up if you can't hear them clearly, or ask them to write out a word or phrase you can't understand.

Get help if you are having a difficult time understanding or helping a foreign student.

Be conscious of nonverbal cues that may affect the communication process. Offer encouragement and give positive reinforcement at every opportunity.

Be patient!

DON'T...

Point to something in the distance and assume a foreign student knows what you are referring to.

Use library jargon without briefly explaining what you are talking about--e.g., OCLC, BIP, MAIN ENTRY, etc.

Use slang or local colloquialisms--e.g., YOU BET, YEP, YOU'VE GOT IT, YOU'RE ON THE RIGHT TRACK, etc.

Provide too much information too quickly.

Become nervous if a foreign student stands close to you when speaking.

DON'T...

Be intimidated by a foreign student's assertive behavior.

Feel that a foreign student is bored or not listening when his or her response is too polite, apologetic, or ambiguous.

Assume foreign students understand everything you tell them even though they appear to be catching on.

Raise your voice or slow down excessively when speaking to foreign students.

Try to be funny. At best, your humor may be confusing; at worst, it may be offensive.

The Reference and Information Services Committee wishes to emphasize that while the "Do's and Don't's" appearing on this list are especially pertinent to serving the needs of international students, these guidelines reflect the level of public service rendered to all library clientele.

NOTE: The above guidelines were prepared for their library staff by the Reference and Information Services Committee, The General Libraries, The University of Texas at Austin, February 1985, and is reproduced herein with their permission.